

**TAKU ELEMENTARY**  
**701 E 72nd Ave Anchorage, AK 99518 907742-5940**

**Coordinator** ANGELINE JENSEN  
**Phone Number** (907) 742-5962  
**Email** jensen\_angeline@asdk12.org  
**Date** Friday, October 16, 2009

**What methods did you use to report the results of your grant to interested members of the public? Some examples would be your school newsletter, parents' meeting, or your school web site.**

School newsletters to parents, students, staff and community members. An article in the United Methodist Church newsletter also informed its members of the valuable contribution they made toward a successful training for our mediation program.

**Major Accomplishment**

The mediation program was especially effective this year because mediator trainers frequently checked in with mediators to see how the mediation program was working. With the assistance of trainers, mediators were also able to brainstorm solutions to various challenges they experienced throughout the year in order to feel more confident about their role as a mediators.

The second major accomplishment was an increased sense of pride and responsibility within our mediators. Many of the mediators demonstrated they took their jobs seriously by putting in extra time beyond the two day training when necessary, showing up for shifts on time and reliably finding alternates without adult help in case they had scheduling conflicts. In addition, 78% of the mediators participated in two after school meetings which required parents' support for transportation home.

The third accomplishment was shown during team building activities. Mediators showed positive growth throughout the year. Even when mediators were given less than an ideal amount of time for a specific activity, they were able to work together while smiling and laughing making sure every member of the team was involved in some way.

**Students Served**

<b>Elementary</b>	47
<b>Middle School</b>	0
<b>High School</b>	0

**Services and Activities Provided:**

During this school year, our school provided the following activities:

- After-School or before-school programs
- Alternative education programs
- Community service projects
- Conflict resolution/peer mediation
- Curriculum acquisition or development
- Drug prevention instruction
- Security equipment
- Special, one-time events (Please describe below)
- Student support services (e.g., student assistance programs, counseling, mentoring, identification and referral)
- Teacher/staff training
- Violence prevention instruction

**Specialized Program Use**

Our school used the following specialized program(s):

- Cooperative Learning
- Red Ribbon Week
- Second Step

The Great Body Shop  
Character Counts  
RCCP Curriculum  
Student Support Groups  
RCCP Peer Mediation  
Kelso's Choice  
40 Developmental Assets Framework  
Aggressors, Victims and Bystanders  
Aggression Replacement Training

### **Coordination**

Our school's drug and violence prevention program coordinates with the following other agencies and organizations for the services indicated:

Alcohol/drug counseling and/or treatment agency

Joint Service Delivery, Referrals  
Public Awareness Activities

Law enforcement officials

Joint Service Delivery, Referrals  
Public Awareness Activities  
Advisory Council

Health providers

Joint Service Delivery, Referrals  
Public Awareness Activities  
Advisory Council

Social services providers

Joint Service Delivery, Referrals  
Public Awareness Activities  
Advisory Council

Community-based group for drug/alcohol/tobacco

Joint Service Delivery, Referrals  
Public Awareness Activities

Community-based group for violence prevention

Joint Service Delivery, Referrals  
Public Awareness Activities

Parent group(s)

Joint Service Delivery, Referrals  
Public Awareness Activities

### **Student and Parent Involvement**

Students **were** involved in design, delivering, or critiquing drug or violence prevention programs.

Parents **were** involved in design, delivering, or critiquing drug or violence prevention programs.

### **Activity Reports**

#### **Taku Elementary School Mediation Program 2009-2010**

##### **Brief Description**

Twenty-six new mediator applicants with 21 returning mediators attended a two day training in November, 2009. Day one and two trainings lasted eight hours each day, extending two hours beyond normal school day schedules. During the training, five certified staff members worked together to teach and coach mediators during the training. An additional classified staff member provided additional support as needed. Substitute teachers were required to cover three of the certified staff members' classrooms each of the two days of training. A purchase was made to provide mediators uniforms to be worn during mediator functions. Transportation to and from the training was necessary because training took place off school grounds. Anchor United Methodist Church members donated the facility for the training as well as donated money to provide all

the food and supplies necessary.

## **Needs Assessment**

School Climate and Connectedness Survey

## **Evaluation Methods**

Pre/post evaluation of Resolving Conflicts Creatively skills for the mediators who attended the two day training.

## **Data Summary**

Please review the email version of Taku Elementary School Mediator Program 2009/2010.

Pre-evaluation results from November 11, 2009, showed forty-seven mediator candidates had a 51% understanding of the skills necessary to help fellow students resolve interpersonal conflicts in constructive ways. Post assessment results from March 23, 2010, showed thirty-six actively working mediators had a 81.42% understanding of skills necessary for helping fellow students resolve interpersonal conflicts in constructive ways. This means the mediators increased their knowledge of conflict resolution skills by 30.42% over the span of five months. The skills that mediators were tested on involved knowing the ten steps necessary for effective mediation, three agreements disputants must make for a successful mediation, and knowing the role of a mediator as neutral and as a peace keeper.

## **Other Comments**

Mediators were given opportunities to review mediation skills through role-plays in the counselor's office the two weeks following the mediator training. Some of the students selected for the training required additional help because they experienced challenges using English as a second language. After the mediator training was complete, forty mediators were put to work on the playground each day. Two mediators were scheduled to partner each of the four recesses each day. This resulted in eight mediators working each day of the week for a total of 40 mediators for the whole week. Seven other mediators served as alternates in case scheduled mediators were absent due to illness or field trips. Two meetings were held after school to address various concerns mediators and staff had regarding the mediation program. These meetings also served as opportunities for team building activities amongst mediators. As the year progressed, it became clear mediators knew the value of cooperation, community service and responsibility toward others. Mediators became increasingly more reliable about showing up for mediation shifts on time with a positive attitude prepared to do their job effectively.

## **Coordinator Addendum**

### **Brief Description**

Coordinate all activities utilizing SDFS funds.